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ABSTRACT

A project was designed to expose and orient Hispanic high school students in New London, Connecticut, to vocational education generally not available to them and to provide them with effective bilingual vocational education. Twenty Hispanic youths aged 13 to 21 were enrolled in an after-school exploratory vocational program. Students were exposed to four-week shops involving a hands-on project and exposure to career possibilities within each trade (including worksite and industry visits). Participants were assigned bilingual counselors/supervisors and participated in a series of career education workshops covering decision-making skills and values clarification. Staff activities included weekly meetings, home visits, and parent conferences. The project succeeded in exposing youths to vocational education and hands-on experience, in providing bilingual/bicultural education and supportive services, and in exploring the special needs of Hispanic students and specific strategies for their recruitment and orientation. However, the vocational possibilities and special placement needs of participants were not adequately assessed. Recommendations include gearing the project to eighth grade students, providing orientation activities, encouraging parent involvement, and increasing counseling and supportive services. Appendixes (half the document) contain budget and enrollment figures, an organizational chart, and a sample career workshop format. (MN)

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HISPANIC VOCATIONAL EXPLORATION PROJECT

FINAL REPORT

PREPARED BY:

NUESTRA CASA, INC.
60 JAY STREET
NEW LONDON, CONNECTICUT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREPARED FOR:

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
BUREAU OF VOCATIONAL PROGRAM PLANNING AND DEVELOPMENT
HARTFORD, CONNECTICUT 06115

LILLIAN MORALES FLETCHER, PROJECT DIRECTOR
AIDA RAMIREZ, PROJECT COORDINATOR

VE 026 805

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PREFACE

The Hispanic Vocational Exploration Project which is the subject of this report is a cooperative venture of the two Hispanic agencies in New London--the Spanish-American Cultural Organization and Nuestra Casa--and was conceived as part of a larger joint enterprise in "Career and Vocational Exploration" for Hispanic youth funded through the Connecticut State Department of Human Resources.

The cooperative nature of this venture has acquired a significance for the two sponsoring organizations and the community they serve far beyond the impact of the specific programs and services offered. The successful joining of forces has been a historical first. But more importantly, it has initiated a continuing trend of sharing staffs and resources, energies and creativity, critical thinking and sensitivity, in which the benefits and products on behalf of the community have far exceeded the capability of either agency alone. Quite simply, this project would not have been possible without the combined resources of the two Hispanic organizations.

This same spirit of cooperation and sharing has extended beyond the two organizations, and, to a large extent, the success of this project must be attributed to the substantial involvement of many sectors of the community.

The Hispanic Vocational Exploration Project, itself, was conceived to address the following dilemma:

Gainful employment requires marketable skills;
Marketable skills result from training and education;

To a large extent Hispanics are excluded from the established structures for training and education;
Therefore, Hispanics do not acquire the marketable skills necessary for gainful employment.

The arena chosen for addressing this dilemma was the public vocational education system in Southeastern Connecticut; the target population was Hispanic youth.

This project has been an exploration for all involved, and really, only a beginning. We look forward to continuing the hard work which has begun.

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I. INTRODUCTION

Statement of the Problem

Despite the fact that the New London area has a substantial Hispanic population,[1] the enrollment of Hispanics in the two area regional vocational technical schools is minimal. In 1979 there were 10 Hispanics enrolled in the Norwich Regional Technical School and 9 in the Southeastern Connecticut Regional Technical School. The low percentage of Hispanic enrollment has been characteristic throughout the last four years as indicated by the following chart:

Regional Vocational School Enrollment[2]

	Year	Total	Hispanics	% of Hispanics
Norwich Regional Technical School	1976	685	5	.7
	1977	741	6	.8
	1978	718	9	1.2
	1979	678	10	1.5
Southeastern Regional Technical School	1977	433	4	.9
	1978	610	11	1.8
	1979	710	9	1.3

The regional picture is typical of the larger statewide picture. Statewide enrollment figures for Hispanics are shown in the following chart:

Connecticut Public Vocational School Enrollment[3]

Year	Total	Hispanics	% of Hispanics
1976	11,590	291	2.5
1977	11,811	375	3.1
1978	12,454	366	2.9
1979	15,527	460	3.7

While the general vocational school enrollment has consistently increased in the last three years, there is no similar consistent pattern of increase for Hispanic enrollment.

The underrepresentation of Hispanics in the vocational school population appears even more significant when we examine the general public school enrollment figures for the last four years:

Connecticut Public School Enrollment[4]

Year	Total	Hispanics	% of Hispanics
1976	630,540	28,882	4.5
1977	609,443	29,899	4.9
1078	573,521	30,040	5.2
1979	556,577	31,180	5.6

The above chart indicates that in a period when the general public school

population was decreasing (1976-1979) the Hispanic public school population was increasing. Thus, although there were greater numbers of Hispanics in the public education system, there was no corresponding increase in vocational school enrollment.

Finally, consideration must be given to those uncounted "drop-outs"--those Hispanic students who never enter the secondary educational system because their possibilities for success appear so limited. If vocational education were a viable option for these drop-outs, their numbers would surely be reduced. It is apparent that on both a regional and statewide basis, the vocational education system is not proportionately serving the Hispanic population.

Rationale

A 1977 study by Central Connecticut State College[5] cites the inadequacies of the existing vocational education system to serve students of limited English-speaking ability. Among other reasons the study cites that there are inadequate vocational and career awareness programs for this population; that linguistic limitations interfere with success in vocational programs; that there is lack of bilingual staff in the system; that instruction is not offered in the student's dominant language; and that there is a lack of sensitivity to cultural differences.

The lack of Hispanic representation in the vocational technical schools without a doubt is also a function of the general plight of this minority group in the United States. A 1976 report by the United States Commission on Civil Rights[6] provides ample sociological and demographical

data to substantiate that the mainland Puerto Rican population is one of the most disadvantaged groups in all areas--education, employment, etc. Puerto Ricans have the lowest median income, the highest unemployment rate, the highest concentration of low-skilled jobs, the least accessibility to employment training, one of the lowest educational levels, etc. This picture has not changed substantially in the last four years. On October 16, 1978, a Times Magazine[7] article states, "As a group, Hispanics are the most undereducated of Americans...Only 40% have completed high school, vs. 46% of U.S. blacks and 67% of the whites." It goes on to say that Puerto Ricans are the most "beleaguered national group among the estimated 2.6 million Hispanics in and near New York City."

The firsthand experience of the two Hispanic agencies in New London--Nuestra Casa and the Spanish-American Cultural Organization--corroborates that the Hispanic population is undereducated and underemployed and that it manifests all the social, political, and economic problems of a disadvantaged minority group. The Hispanic youth is generally characterized by low educational performance, a significant school dropout rate, and severe unemployment. The reasons for this are not hard to find.

A majority of these young people have linguistic problems. Some are Spanish-speaking only, particularly new arrivals to the mainland. Some, while having resided in the United States for a period of time, are Spanish dominant because of the language spoken at home and in the neighborhoods. Many, while Spanish dominant do not have a good command of their own language because of the lack of formal Spanish language instruction (in New London the bilingual education program, until September of 1979,

only went up to the fourth grade) and the low educational level of their families and friends. Some are English dominant, but experience linguistic interference because of environmental factors. In many cases, language dominance is so confused that neither language is spoken proficiently. If one accepts that language is the basis of all learning, then the predicament of the Hispanic youth is painfully obvious.

In addition to linguistic problems, the Hispanic youth is confronted by cultural disparities which impact upon his psychological and social development in the American culture. These cultural disparities include language, race (a complex issue), family structure, foods, music, and basic moral and ethical values. The significant factor in this context is that the Hispanic presence in New London is strong and that the youth are able and encouraged to maintain their culture, rather than "mainstream" into the American way of life. Furthermore, because of the permanent and dynamic character of Puerto Rican migration (due to U.S. citizenship status, proximity of the Island, low air fares, and the political and economic conditions in Puerto Rico), the Hispanic youth does not follow the traditional integration pattern, even into the second, third, and fourth generations.

Given this unique linguistic and cultural context, it can be deduced that the problems of unemployed, undereducated Hispanic youth are not only the lack of academic instruction, vocational training, or economic development, but also poor self-image and an undefined identity--both individual and collective--which, in turn, impede motivation, self-actualization, and achievement. Any project which focuses on training

and education, therefore, must confront also this fundamental issue.

The Hispanic Vocational Exploration Project addresses itself to these fundamental issues: the underrepresentation of Hispanics in the vocational, technical schools as a direct consequence of the identity crisis of Hispanic youth, and the failure of the vocational education system to address itself to the unique needs of this target population. These issues are inextricably related. The identity crisis cannot be resolved in isolation from the social, educational, political, and economic structures in which the individual must function and live; and the representation of Hispanics in the vocational, technical schools will never be successful without providing the mechanisms which will encourage a positive self-image and self-actualization for Hispanic students.

II. PROJECT DESIGN

General Design

The overall design of the project was to recruit 20 Hispanics youths between the ages of 13 and 21 years, and enroll them in an afterschool exploratory program at the Groton Regional Vocational Technical School. The exploratory program was to consist of four two-hour sessions per week, Monday-Thursday, after school hours (2:30 to 5:30, including one hour for transportation). In the third week of the first cycle, this was reduced to three days a week, Tuesday-Thursday. A course of four weeks was offered in each shop, during which time the participants were given a general introduction to the shop and performed a "hands-on" project. The specific curriculum of each shop included basic safety procedures for the handling of equipment and tools, an introduction to the basic equipment used in the trade, and career possibilities within each trade. When possible the instructors included a visit to a related worksite or industry, i.e. a hospital (Health Services), a boatyard (Carpentry), and a construction site (Plumbing). At the completion of each course the participants moved on to another shop for another four weeks.

The 20 participants were divided into two groups and each group was assigned a bilingual counselor/supervisor. This counselor/supervisor picked the students up (using one of the agency vans), drove them to the vocational school, and accompanied the group throughout the shop. In the shop, the counselor provided interpretation/translation services, if needed, and assisted the instructor. At the end of each session the counselor/super-

visor drove the participants home.

In addition to the actual exploratory courses at the vocational school, the other major project activity was a series of career education workshops. These were given between each cycle of courses and consisted of 1-3 two-hour sessions. Most of them were conducted at the N.L. Public Library. The workshops were designed and facilitated by a career education consultant, with assistance of project staff. The purpose of these workshops was to foster group solidarity, encourage self-examination, teach decision-making skills, and facilitate values clarification. (See Appendix for a sample workshop format.) Because of the introspective nature of these workshops and the differences in level of maturity of the participants, attendance was encouraged but not required.

Supportive Services and Activities

A number of supportive services and activities were offered throughout the project, the most important one being counseling both in groups and on a one-to-one basis. Tutoring services were offered to the participants through the Career and Vocational Exploration Program of the Spanish American Cultural Organization/Nuestra Casa and in the Junior High School through a part-time counselor. Information and referral services were conducted on behalf of the participants through the project and agency staffs. In addition, the project participants were involved in a number of Career Education Forums in which a Hispanic role model related his or her educational and employment experiences. Most of these forums were conducted at the Hispanic's place of employment, i.e. a bank, a factory, the National Guard Armory, and a newspaper office. Throughout the project the participants took

part in a number of recreational and social activities, including sports, roller skating, swimming, picnics, and a theater trip.

Staffing

In addition to the bilingual counselor/supervisors (2), the paid project staff included a part-time, bilingual, clerical assistant and vocational instructors recruited and contracted through the vocational school. In addition to the paid staff, in-kind services were provided by staff from the two agencies. These included the two Executive Directors, the Coordinator and Administrative Assistant of the Career and Vocational Exploration Program, and the Educational Coordinator and Head Teacher of Nuestra Casa. These in-kind staff persons provided planning, supervision, and evaluation of the program, as well as specific services such as workshop facilitation. One other staff person--an in-school counselor--was added to the project at the midway point. A close consultative relationship was maintained with the vocational and Junior High School staffs.

Prior to the beginning of the exploratory courses, all staff--budget and in-kind--participated in a series of orientation meetings in which the entire program plan was reviewed. These meetings, in addition to familiarizing staff with the project, covered such areas as characteristics of the Hispanic community and the target population, the status of vocational education as it relates to Hispanics, the curriculum, facilities and services of the Groton Regional Vocational Technical School, and strategies for outreach and recruitment of participants. During this orientation phase meetings were held with the administration and teaching staffs of the vocational school, the principals and guidance directors of the New London Junior

and Senior High Schools, the staff of Project Learn, and officials of the State Department of Education. During this phase the vocational teachers were recruited and oriented.

Recruitment and Orientation of Participants

In order to publicize the project and recruit participants various activities were conducted. These included assemblies at the Junior and Senior High Schools for all Hispanic students in June 1979, the sending of 600 flyers to Hispanic homes, the placement of posters in strategic places, radio spots on La Grande (Hispanic radio out of Hartford), WNLC (New London), and WSUB (Groton), and announcements and articles in the New London Day, El Bohio (Nuestra Casa newsletter) and the Southeastern Connecticut Gale. The counselors also made numerous home visits and telephone calls to prospective participants and their parents. Once the initial participants were identified, an orientation meeting was held for them and their parents at which the project was explained, staff was introduced, and a slide presentation was made of the vocational school. Since the project had open-ended enrollment, there was a degree of turnover. Therefore, these extensive outreach and recruitment activities were conducted throughout the program to maintain full enrollment.

Staff Activities

Throughout the project the following activities took place:

1. Weekly meetings of all budget and inkind staff for the purpose of evaluating, and planning.
2. Frequent communication with the administration and teachers of the Groton Regional Vocational Technical School.

3) Consultation with workshop leaders, public school officials, and state department of education officials.

4) Home visits and parent conferences.

5) Informal and formal evaluation of the participants and program by the staff, teachers, and workshop leaders.

Sex Equity

Although it was not one of the project objectives, special attention was given to recruiting female participants. The problem of attracting female students to the vocational schools, which exists in the population at large, is compounded in the Hispanic population by the sexist bias so entrenched in the culture. Nevertheless, every effort was made to deal sensitively but forcefully with the issue. Of the 37 participants in the program, 16 were female. (See Appendix).

The following strategy was implemented to insure sex equity in the program:

1. Curriculum: In each phase at least one of the two course offerings was a vocational area presently acceptable to female students, i.e. Health Services, Food Services, Electronics. As part of the recruitment and orientation of participants special attention was given to promoting the special talents which female participants can contribute to those trades which are not traditionally female, i.e. fine motor coordination. Finally, through counseling and general educational techniques female participants were encouraged to evaluate their experiences based on aptitude and interest rather than on sex bias.

2. Project Personnel: The employment of staff and the appointment of Advisory Committee members took into consideration the affirmative action policies of both agencies, with special attention being given to the inclusion of females for the purposes of role model identification and sensitivity to the female experience. All orientation and ongoing inservice training of staff stressed the necessity to break down artificial sexist stereotypes, while dealing sensitively with the cultural heritage of the Hispanic female participants.

III. GOALS AND OBJECTIVES

The Hispanic Vocational Exploration Program addressed itself to two objectives as outlined in the Vocational Educational Program Improvement Projects Guide:

79-E-5: Programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps, including- (a) programs and projects designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required, and the requisites for careers in such occupations; and (b) programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education; and

79-E-3: Programs of effective vocational education for individuals with limited English-speaking ability

Within the first stated objective (79-E-5) the goals were:

a. To expose and orient the participants to vocational education generally not available to them.

b. To provide a "hands on" vocational activity which will result in a concrete achievement and thereby address the fundamental problem of self-image and personal motivation.

c. To evaluate the vocational possibilites of each participant and assess areas of need (G.E.D., literacy, language skills, etc.) with the possibility of entering into further training or employment.

d. To foster and maintain group solidarity so as to encourage self-examination.

e. To develop communication with the field of vocational education at the state and local level for ongoing and future program possibilities.

The goals within the second stated objective 79-E-3) were:

a. To provide bilingual/bicultural personnel throughout the program in order to facilitate participation of individuals with limited English-speaking ability.

b. To provide suportive bilingual/bicultural services in a familiar and non-intimidating setting--i.e. counseling, tutoring, transportation through S.A.C.O. and Nuestra Casa staff.

c. To explore with the administration and staff of the vocational schools the special needs of individuals with limited English-speaking ability.

d. To explore specific strategies for recruiting and orienting students of limited English-speaking ability.

Evaluation of Goals and Objectives

The following will be an examination of each of the goals, and objectives of the project and an evaluation of the extent to which they were achieved.

Goal #1- To expose and orient the participants to vocational education generally not available to them.

The project was highly successful in exposing a group of 37 Hispanic youths to the Groton Regional Vocational Technical School. The enrollment and attendance were excellent throughout the 36 weeks of the project:

Enrollment	Average Attendance
1st cycle - 13	1st cycle - 83%
2nd cycle - 21	2nd cycle - 62%
3rd cycle - 15	3rd cycle - 72%
4th cycle - 21	4th cycle - 84%
5th cycle - 21	5th cycle - 74%
6th cycle - 20	6th cycle - 76%
7th cycle - 19	7th cycle - 77%

This goal was also successfully addressed by delivering the program at the vocational school itself, by using the regular vocational school instructors, and by modeling the shops on the exploratory program offered by the vocational school. The participants had exposure to many of the tools and equipment actually used at the vocational school, learned some of the rules and procedures, and became familiar with the physical facilities. In addition, the participants were exposed to 7 out of 11 shops, providing them with a good cross-section of the vocational school curriculum.

Goal #2 - <u>To provide a "hands on" vocational activity which will result in a concrete achievement and thereby address the fundamental problems of self-image and personal motivation</u>.

Each of the shops provided the participants with one or more "hands on" vocational activities. These included the construction of a bird house or bookshelf in Carpentry, the preparation of a variety of foods (hot, cold, and baked) in Food Services, the building of a crystal radio set in Electronics, the assembling of electrical circuits in Electricity, and health-related tasks such as taking blood pressure, bandaging, and making a hospital bed in Health Services. Teacher observations indicate that as the participants became more involved in completing their projects, the level of interest and motivation increased. The reverse was also true--if a participant had difficulty performing the "hands on" activity, his/her motivation and interest tended to decrease. Feedback from parents and students indicated tremendous pride in those projects which were taken home. One student expressed great pride in having helped his grandfather with a plumbing installation in their home. Another male participant developed great enthusiasm for cutting the vegetables and baking biscuits and pizza at home!

Goal #3 - To evaluate the vocational possibilities of each participant and assess areas of need (G.E.D., literacy, language skills, etc.) with the possibility of entering into further training and employment.

The project was not able to address this goal adequately for the following reasons:

1) Since the participants spent only 12 hours in each shop, the instructor did not have sufficient time to evaluate vocational aptitude.

2) Priority was given to the exploratory shops and to the career-education components of the project.

3) The project did not have the staffing capability to do a comprehensive and valid academic assessment of each participant. The placement of a counselor at the Junior High School one day a week provided a vital linkage with the students' academic performance, but this counselor was not in place until after the midyear point, by which time personal rather than academic counseling and esblishing a rapport with the participants were the priorities. The counselor was able to identify students with academic weaknesses and refer them for tutoring. However, neither time nor resources allowed for the establishment of an effective and structured tutorrial component.

Goal #4 - To foster and maintain group solidarity so as to encourage self-examination.

This goal addressed one of the fundamental concerns of this project, namely, the whole question of self-esteem and identity. Two basic mechanisms were developed to explore these concerns: the Career Education Workshops, and

recreational and social activities. In the first Career Education Workshops the participants were obviously reluctant to participate in the activities. For example, they did not like sharing personal information, they expressed a strong dislike for the values clarification exercises, and, in general, were very negative about the workshops. Although it was evident that not all participants were ready for this type of activity, as the sessions progressed there was increasing willingness to participate and to communicate personal feelings and thoughts much more openly and without fear of been laughed at as in earlier occasions. The workshop facilitators and project staff observed a growing trust and friendship in the group. This growing solidarity was evident in the participants' willingness to plan and attend recreational and social activities outside of the project.

Goal #5 - <u>To develop communication with the field of vocational education at the state and local levels for ongoing and future program possibilities</u>.

The development of strong, constructive lines of communication with the various levels of vocational education was an integral part of this project from the planning and writing of the initial proposal to its implementation. Numerous meetings were held with state education department officials, the administration of Groton school, and the vocational education teachers. As a result of this communication, there has been a growing sensitivity at the state level for making vocational education available to minority students.

Goal # 6 - <u>To provide bilingual/bicultural personnel throughout the program in order to facilitate the participation of individuals with limited English-speaking ability</u>.

All the paid and inkind staff, as well as the contracted personnel (with

the exception of the vocational school instructors) were bilingual/bicultural. The importance of this fact cannot be emphasized enough. This provided the capability for: 1) effective outreach and recruitment with Hispanic families, including home visits, Spanish Language media releases, telephone communication to the home, parents' conferences, etc.; 2) a positive rapport between the project personnel and the participants; 3) the participation of Spanish dominant youth; 4) and sensitization of the public and vocational school personnel to working cooperatively and effectively with Hispanics.

Goal #7 - To provide supportive bilingual/bicultural services in a familiar and non-intimidating setting--i.e. counseling, tutoring, transportation-through S.A.C.O. nad Nuestra Casa staff.

This goal was addressed in two ways: 1) by providing services and implementing certain components of the project in the Hispanic agencies themselves including outreach and recruitment, information dissemination, referral services, tutoring, transportation (2 agency vans), workshops, advisory council meetings, and parent orientation. The bilingual/bicultural presence in other settings was effected by providing bilingual counselors and staff at the Vocational School, in the Junior High School, at the Career Education Workshop held at the Public Library, and in social and recreational activities. It was critical to the success of the project that the Hispanic presence be visible at all times.

Goal #8 - To explore with the administration and staff of the vocational school the special needs of individuals with limited English-speaking ability.

One of the most revealing experiences in the project was that out of the 37 Hisparic participants only three were of limited English-speaking ability; the rest were English dominant and, from staff and instructor observations, primarily communicated among themselves in English. This fact made it difficult to address this goal as it is stated. The goal, as it applied to this particular group of participants, would have been more relevant if it had referred to "the special needs of Hispanic students".

The three participants of limited English-speaking ability were able to participate successfully in the program due to the intervention of the counselor and their peers in the shops, who provided interpretation. In the other activities and workshops, there was always a Spanish-speaking staff person who facilitated communication for these students.

From the inception of the program strong lines of communication have been maintained with the vocational school. One orientation session for administrators and staff dealt specifically with Hispanic culture, the social and economic background of Hispanic youth, and the range of linguistic capabilities the students might represent. During the course of various meetings with the administrative and teaching staffs of the vocational school, this subject was discussed at length. The instructors were especially appreciative of the interpretation services provided by the counselors and the other bilingual students in the group. However, everyone agreed that linguistic interference was not a major problem in this project.

If this goal had addressed the "Special needs of Hispanic Students,"

certain observations can be made. First of all, bilingual personnel was critical for outreach and recruitment and to insure parent participation. From the data obtained regarding the participants' academic performance at the local school (see Appendix), it is apparent that these Hispanic students require special counseling and tutorial services. Counseling services are needed to address the whole issue of self-esteem, goal-setting, decision making, motivation achievement, etc. Special tutorial services are needed to upgrade their academic performance. These services should be an integral part of any vocational program if Hispanic students are to be successful.

The mechanisms for exploring the special needs of Hispanic students should include community representation, i.e. agencies, parents, leaders, and should be an ongoing process.

Goal #9 - To explore specific strategies for recruiting and orienting students of limited English-speaking ability.

Once again, this goal would have been more appropriately worded if it had referred to "Hispanic students".

As described in the Project Design Section, a variety of strategies for recruitment and orientation were developed and implemented. Spanish language capability was a critical factor in these strategies, particularly for communicating directly with parents, news releases over the Spanish language radio, etc. Another critical factor was direct personal contact with the participants and their families, which included informing and educating the parents about the project and the vocational school system.

IV. UNANTICIPATED PROBLEMS

The Hispanic Vocational Exploration Project was a pilot program not only for the State Department of Education, but also for the local agencies. Despite the fact that all phases of the project were carefully planned and coordinated, certain unanticipated problems had to be dealt with. Following are the major areas of concern:

Age Range

The original target population for the project included 13 to 21 year olds. It was evident from the initial enrollment that the older youth (16-21) were not attracted to the project. For the older out-of-school population the project was not attractive because of the lack of stipends and its exploratory nature. This group was more interested in short term, stipended training which would lead to direct employment. The older, in-school population (16-18) were either involved in after school activities and/or employment and, therefore, had no time to participate in the project.

Schedule

The project was originally designed as a four-day per week exploratory program--Monday through Thursday. After the first week, it became obvious that this schedule made it impossible for the participants to take part in other after school activities and that it curtailed the time available for homework. Therefore, the program was reduced to three days a week. This increased interest in the program and improved the enrollment.

Curriculum

The original intent was to model the shops on the regular vocational school

exploratory curriculum, which included "hands on" activities and theory. Because of the after school hours of the program it was soon evident that the students were not willing to deal with the theoretical aspects of the courses. By the end of the school day they were tired of classroom instruction and preferred the more active "hands on" activities. Consequently, the exploratory shops, while touching on some theory, concentrated on the "hands on" aspects.

Counseling

In the original project design not enough time for counseling--particularly on a one-to-one basis--was included. The participants spent most of their time in the shops, limiting the opportunity for one-to-one in depth counseling. This was remedied at the midyear point by hiring and placing a bilingual counselor at the Junior High School (where most of the participants were enrolled). This counselor provided personal and educational counseling, referred students for tutorial assistance, and acted as a liason between teachers and parents.

Recruitment of Vocational Instructors

The selection of shops for the project was contingent upon the availability of instructors rather than on the interest of the project staff and students. It was difficult, and sometimes impossible, to recruit instructors despite the tremendous cooperation of the vocational school administration. Therefore, some shops could not be offered, i.e. auto mechanics, auto body, and small engines--to the great disappoint of students and staff.

Snacks

Through lack of foresight funds for snacks were completely omitted from the original project budget. The students were hungry after a long day in school and provisions had to be made to supply refreshments. This seemingly insignificant detail made a vast improvement to the student's performance and morale.

Funding

Since this project was originally designed as a component of a larger program in Career and Vocational Exploration for Hispanic youth, some of the supportive services were contingent on the generation of other funding. When these funds did not materialize, some of the services had to be curtailed. The academic assessment and tutoring components were the services most affected by lack of supplementary funding.

V. RECOMMENDATIONS

In order to deal with some of the unanticipated problems, and as a result of the ongoing evaluation of the project by everyone involved, the following recommendations are made:

Age of Participants

The project should be geared primarily to eighth grade students. This is the most critical age for choosing whether or not to enter the secondary vocational education system. Such a project would give the participants an opportunity to learn about vocational education, and to meet the requirements for entering the vocational school system.

Orientation Activity

A solid orientation of all parties concerned is critical to the success of the project. The vocational school instructors should be given an orientation, which includes a description of the goals of the project and what they can expect from the students. Such an orientation would promote communication with the project staff, agreement on methods and procedures, and a greater sensitivity to Hispanics.

They should also be oriented to the scope and goals of the project.

They should be familiarized with the vocational school system and facility.

Finally, students should be oriented to all aspects of the project, including discipline, dress code, and the rules and regulations of the vocational schools.

Parent Involvement

In order for students to make responsible education and career choices they need the support and constructive participation of parents. This project should encourage parents to be aware of their children's academic performance, to support tutorial and counseling services, and to participate in their children's career and vocational planning.

Counseling

The longrange impact of a pilot project such as this will be lost if the fundamental problems of academic achievement and personal development are not addressed. As a result of this first project year it is evident that many of the participants must upgrade their academic performance and develop educational and career goals. To this end the project should have a strong counseling component which includes a counselor at the Junior High School 12-18 hours per week.

Supportive Services

In order for the project to have a substantive impact on the participants, structured tutorial and assessment services are essential. It is recommended that a formal tutoring component be offered at the Junior High School to complement the counseling service.

VI. CONCLUSIONS

If we were to reduce to the simplest terms the accomplishments of this project, they might be as follows:

1. It introduced a significant number of Hispanic students to the regional vocational school and, therefore, to the state vocational school system;

2. It introduced the vocational school to groups of Hispanic students;

3. It sucessfully united a number of community resources--agencies, schools, parents, state educational administrators--in a concerted effort to address a specific educational problem.

4. It defined a strategy, and set in motion the machinery, for recruiting Hispanics into the vocational school system in a constructive manner.

Viewed individually, each one of their achievements appears to be simplistic. What has been a revelation to everyone involved in the project is that the coordination of these distinct and separate efforts has produced a cohesive and comprehensive strategy.

The need to integrate Hispanics into the vocational school system, wherever they are excluded, is not a simplistic problem. A multi-faceted strategy must be developed which addresses the roles of state administrators, vocational school staff, public school officials and teachers, community leaders, and finally the students themselves. If the success of this project is to be measured at all, it should be in relation to its success in developing such a multi-faceted strategy.

Finally, the project must also be evaluated in long range terms. Within the parameters of the effort described in this report the project

achieved a degree of success. But where does this effort lead? As the project enters its second year, one mandate is very clear: A mechanism for perpetuating this effort must be incorporated intc the public and vocational school systems. To this end, the dialogue which has been initiated must continue; the strategies which have been tested must be refined; and the commitment which has been expressed must be translated into longrange and continuing action.

FOOTNOTES

1. Spanish-American Cultural Organization
Survey and Census of the Hispanic Community of New London, July 1977-July 1978.

2. The school enrollment statistics included in this proposal were compiled from two documents:

"Local Public School Enrollment and Enrollment in Other Educational Facilities as of October 1, 1978", State Department of Education, Bureau of Grants Processing and Information, and

"Vocational Technical Schools, October 1, 1979, Enrollment by Trade, By Racial/Ethnic Group, and Sex," RR-VTS-4, March, 1980, Bureau of Vocational Program Planning and Development, State Department of Education.

3. Ibid.

4. Ibid.

5. Masley, Philip T. and English, Thomas W., "A Study to Determine the Need for Bilingual Vocational Education in Connecticut", New Britain, Connecticut, Central Connecticut State College, 1977, p. 34.

6. Puerto Ricans in the United States: An Uncertain Future, October, 1976, A Report of the United States Commission on Civil Rights.

7. Russell, George, "It's Your Turn in the Sun", Time Magazine, New York, October 16, 1968, p. 51.

A P P E N D I X

BUDGET VOCATIONAL EXPLORATION PROGRAM

LINE ITEM		EXPENDITURES
SALARIES	Staff	13,881.00
	Fica	798.92
	Teachers	3,152.21
TRAVEL	Students	759.66
	Staff	239.21
SUPPLIES AND MATERIALS	Project materials	987.69
	Shop materials	1,907.97
	Office supplies	473.00
COMMUNICATIONS	Postage	197.62
	Advertising	186.39
	Publicity	87.77
	Telephone	295.30
MISCELLANEOUS		2,576.00
FINAL REPORT		200.00
T O T A L		25,742.74

Appendix B

ORGANIZATIONAL CHART

Southeastern Regional Technical School

a. Teaching
b. Supportive Services
c. Facilities

Executive Director of S.A.C.O. and Nuestra Casa, Inc.

1. Supervision of Program
2. Supportive Services of Agencies

Boards of Directors of Nuestra Casa and S.A.C.O.

Superintendent of Schools

1. High School Staff
2. Junior High School Staff

Career and Vocational Exploration Coordinator

1. Recruitment of Project Staff
2. Recruitment of Participants
3. Outreach, intake, and assessment
4. Ongoing evaluation of project
5. Prepares Quarterly reports
6. Supervises record keeping and documentation

Community Agencies and Resources

Counselor Supervisor

Administrative Assistant

Inschool Counselor Tutor

Participants

SAMPLE FORMAT
CAREER EDUCATION WORKSHOP

I. INTRODUCTION: (10 min.)

Rationale: self understanding is a valuable tool and basic to establishing men's life goals. By enabling students to analyze their values, interests, abilities and skills, these activities will help point out the relationship between these traits and potential life styles which will result in career choices.

II. STATEMENT OF LIFE-WORK SITUATION TODAY: (20 min.)

Objective : a) To start exploration process with focus on real situations

b) To begin process of setting goals

c) To introduce participants to one another

d) To set climate of openness, sharing, trust and support.

Grouping : Entire group together

Materials : Paper, pencils, chalk board, chalk.

Procedures : Write the following questions on the black board and have each participant (p) record response on his/her sheet of paper: Also read questions orally to participants:

a) Briefly describe your present life-work situation:

1) What do you do?

2) Work?

3) School?

Response leads

4) Are you satisfied with your life?

5) Other?

b) What are your present concerns right now?

1) Your life?

2) School?

Response leads 3) Family? Why?

4) Work?

5) Other?

c) What are your personal goals in regards to

1) Work?

2) Life?

III. TRUST + BEGIN ACTIVITY: (15 minutes)

Objectives : To further establish climate of trust
To introduce participants to learning from their own experiences
To set norms of open communication and taking responsibilities for one's own choices.
To raise quickly questions and issues relevant to participants life/work situation.

Grouping : Whole group

Materials : Questionnaire from page 7-11 Kirns Workbook

Procedure : Read aloud questions from questionnaire. Each question ask the participant to take a stand in a given subject. Participant will indicate positive

response by "thumbs up" sign; a negative response by "thumbs down" sign; a pass will be indicated by no visual response.

IV. FEED BACK + PARAPHRASE ROLE PLAY: (10 minutes)

Objective : To set a climate for openess + support.
To demonstrate communication techniques of feed back and paraphrasing.
To set a tone for subsequent activities requiring sharing and feedback in small groups.

Grouping : Entire group.

Materials : 2 chairs set up in front of the group.
A simulated life-live drawing.

Procedure : Using simulated life-live drawing two facilitators will role play two demonstrations.
First demonstration will emphasize common errors committed in trying to give responses.
Second demonstration will demonstrate active listening, feedback and paraphrasing.

V. CLOSING ACTIVITY

Objective : To achieve sense of closure for the day's activity
To elicit feelings and concerns raised during these activities.

Appendix D

DISTRIBUTION OF LOW SCHOOL GRADES FOR 15 PARTICIPANTS

	D's	F's
English	4	1
Math	1	5
Social Studies	4	1
Science	2	1
Spanish	3	0
Health	3	2
French	1	0
Home Economics	1	1
I. A.	1	0
	20	11

Appendix E

JOB DESCRIPTION

Position Title: Counselor/Supervisor

General Duties:

1. Performs community outreach activities for the program, including visits to the public schools, homes, community organizations, and programs.

2. Recruits participants, including basic orientation to project, collection of all necessary written data and initial evaluation.

3. Transports participants to vocational technical school throughout project, providing supervision, interpretation, counseling, and referral to any necessary supportive services.

4. Meets regularly with participants on an individual or group basis to promote self-evaluation, group rapport, cultural and linguistic identity.

5. Meets regularly with Coordinator and other project staff to conduct ongoing evaluation of project and participants.

6. Maintains files, attendance records and all written information for individual participants.

Qualifications Required

1. B.A. degree or high school diploma with 2-3 years experience working with youth.

2. Bilingual: Spanish/English.

3. Ability to supervise group of youngsters and relate to them on a positive, constructive, basis.

4. General knowledge of our willingness to learn, basic counseling techniques, group dynamics, vocational education orientation.

5. Connecticut Driver's License, with good driving record.

JOB DESCRIPTION

Position Title: Counselor/Tutor

General Duties:

1. Provides one-to-one personal and academic counseling to students enrolled in the Vocational Exploration Project.
2. Evaluates the academic performance of each participant and with the help of the classroom teacher develops a plan for remediation when needed.
3. Assists program staff in coordinating out-of school tutorial services for the participants.
4. Serves as a liaison between the school, the home and the project.
5. Maintains such records as are deemed necessary for the best functioning of the project.

Qualifications Required

1. B.A. degree preferably in education, counseling or related field.
2. Bilingual - Spanish/English.
3. Demostrated ability to relate to youth 13-14 years old.
4. Serves as a liaison between the school, the home and the project.

JOB DESCRIPTION

Position Title: Account/Clerk

General Duties:

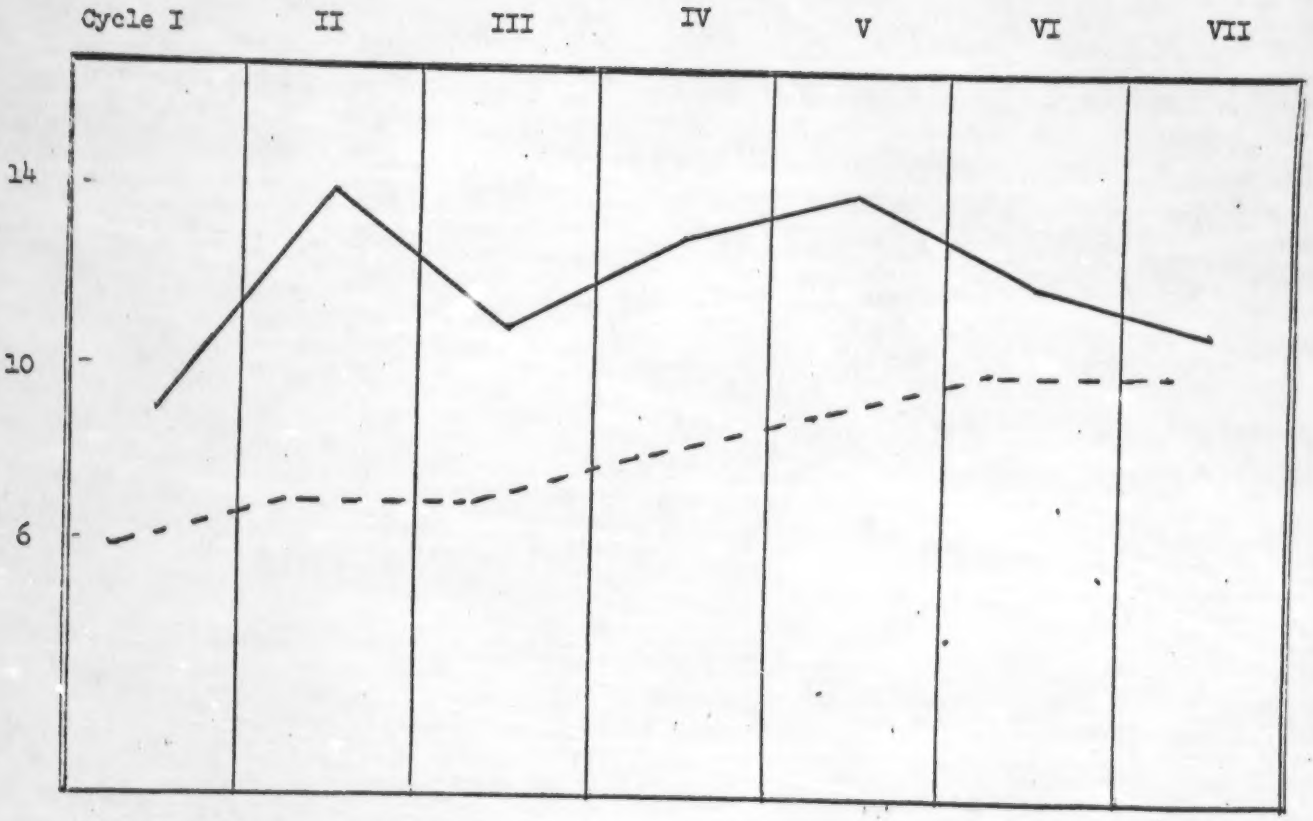
1. Maintenance of all fiscal records and reports required by funding source, including payroll accounts, expenditures, billings, mileage record reports, phone account, etc.

Qualifications Required

1. High School Diploma
2. Basic knowledge of secretarial work
3. Basic knowledge of bookeeping/accounting
4. Good math skills
5. 1 year experience in area of work
6. Bilingual - Spanish/English

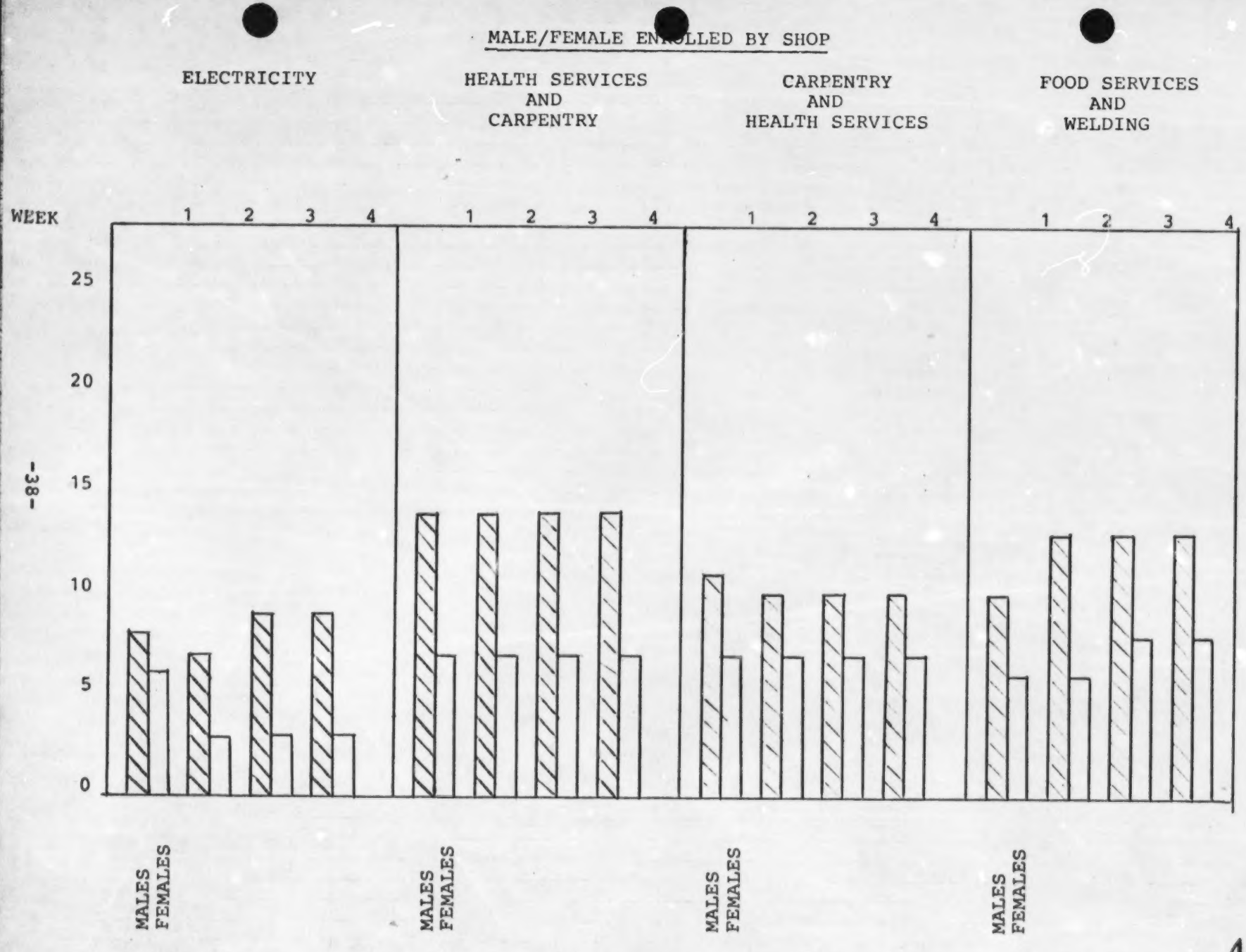
BREAKDOWN OF ENROLLMENT BY SEX (Maximum No. enrolled per cycle)

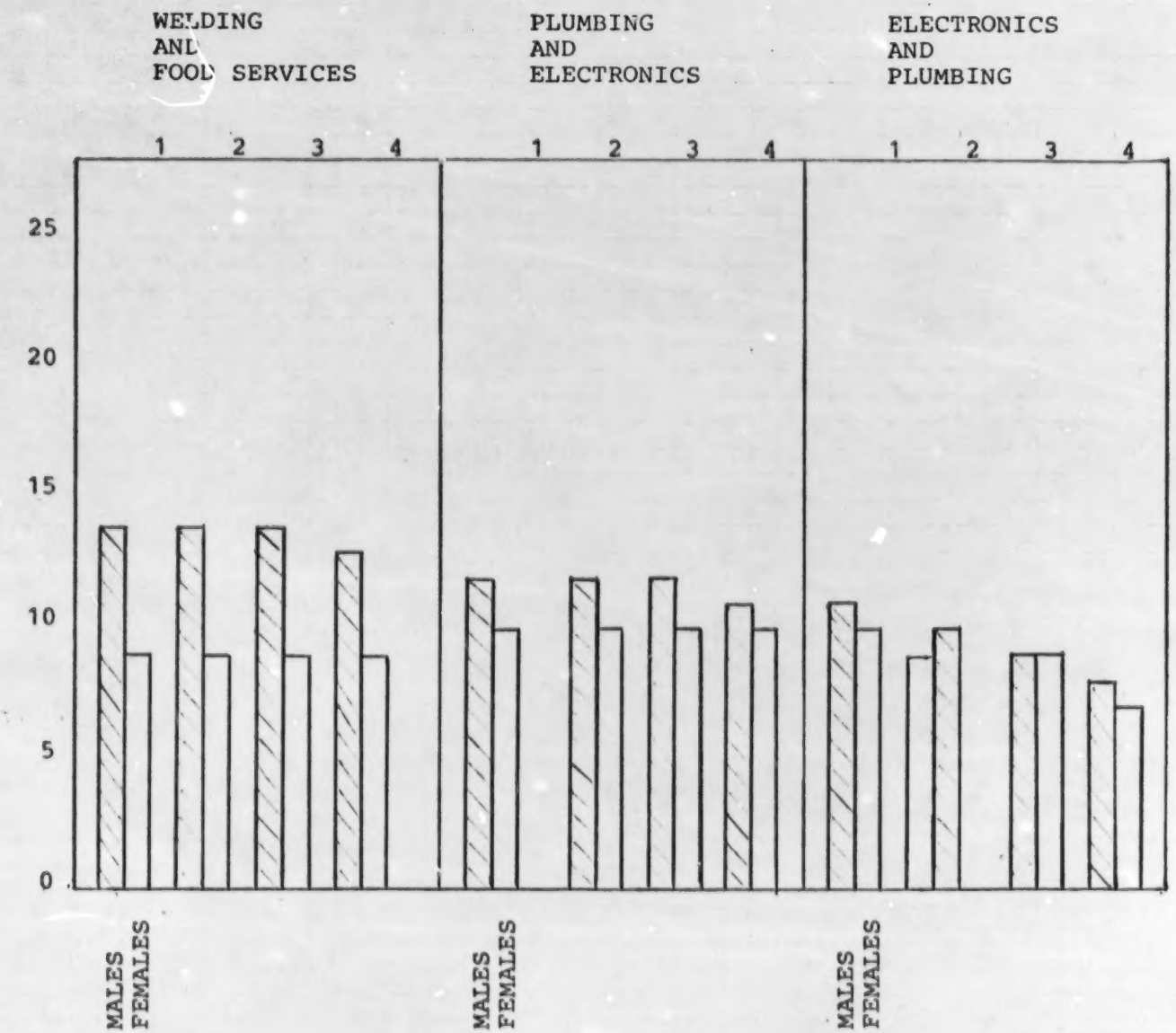
	No. of Females	No. of Males
Cycle I	6	9
Cycle II	7	14
Cycle III	7	11
Cycle IV	8	13
Cycle V	9	14
Cycle VI	10	12
Cycle VII	10	11



Key ----- No. of Females
_____ No. of Males

MALE/FEMALE ENROLLED BY SHOP





Appendix G (cont.)

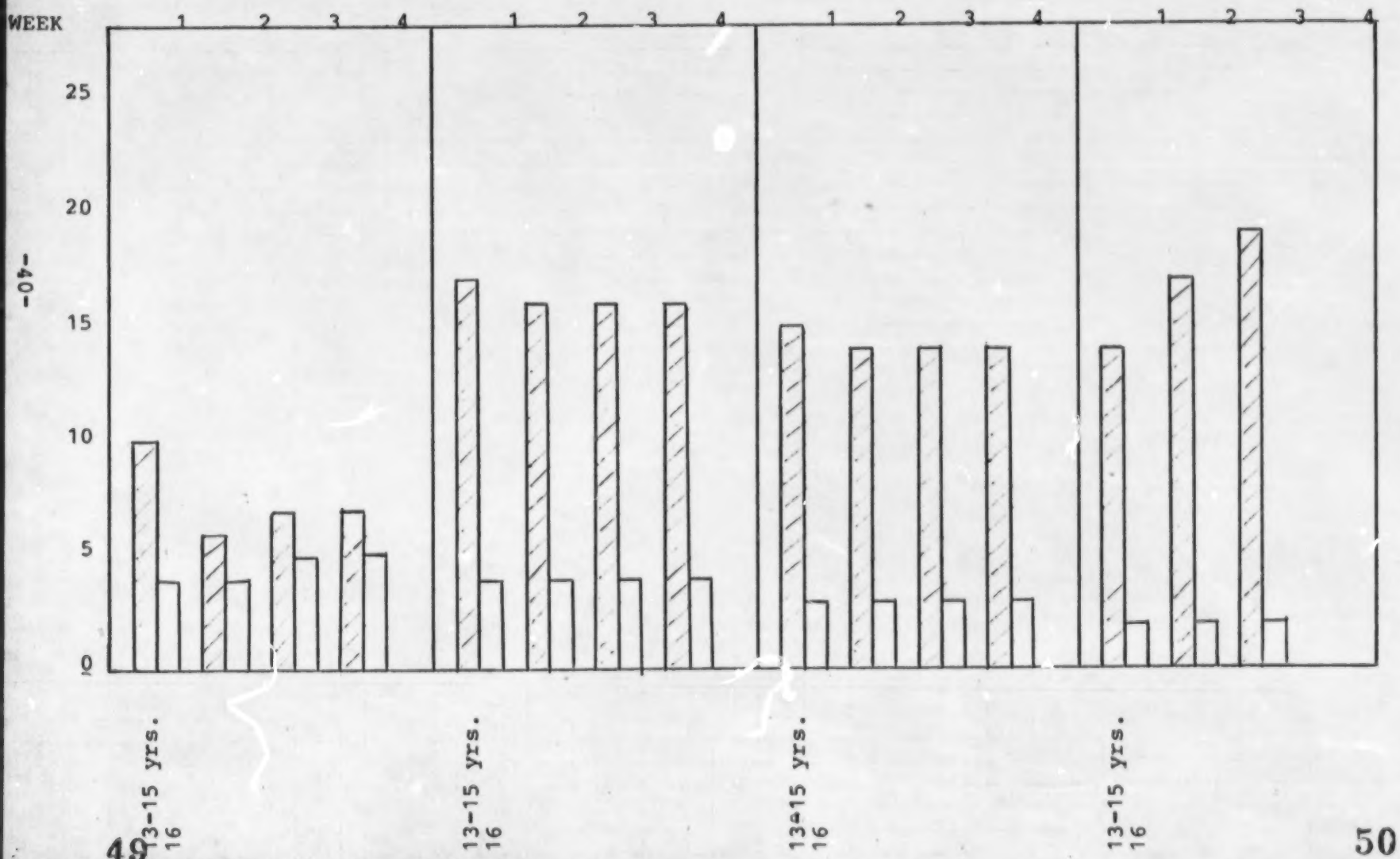
ENROLLMENT BY AGE

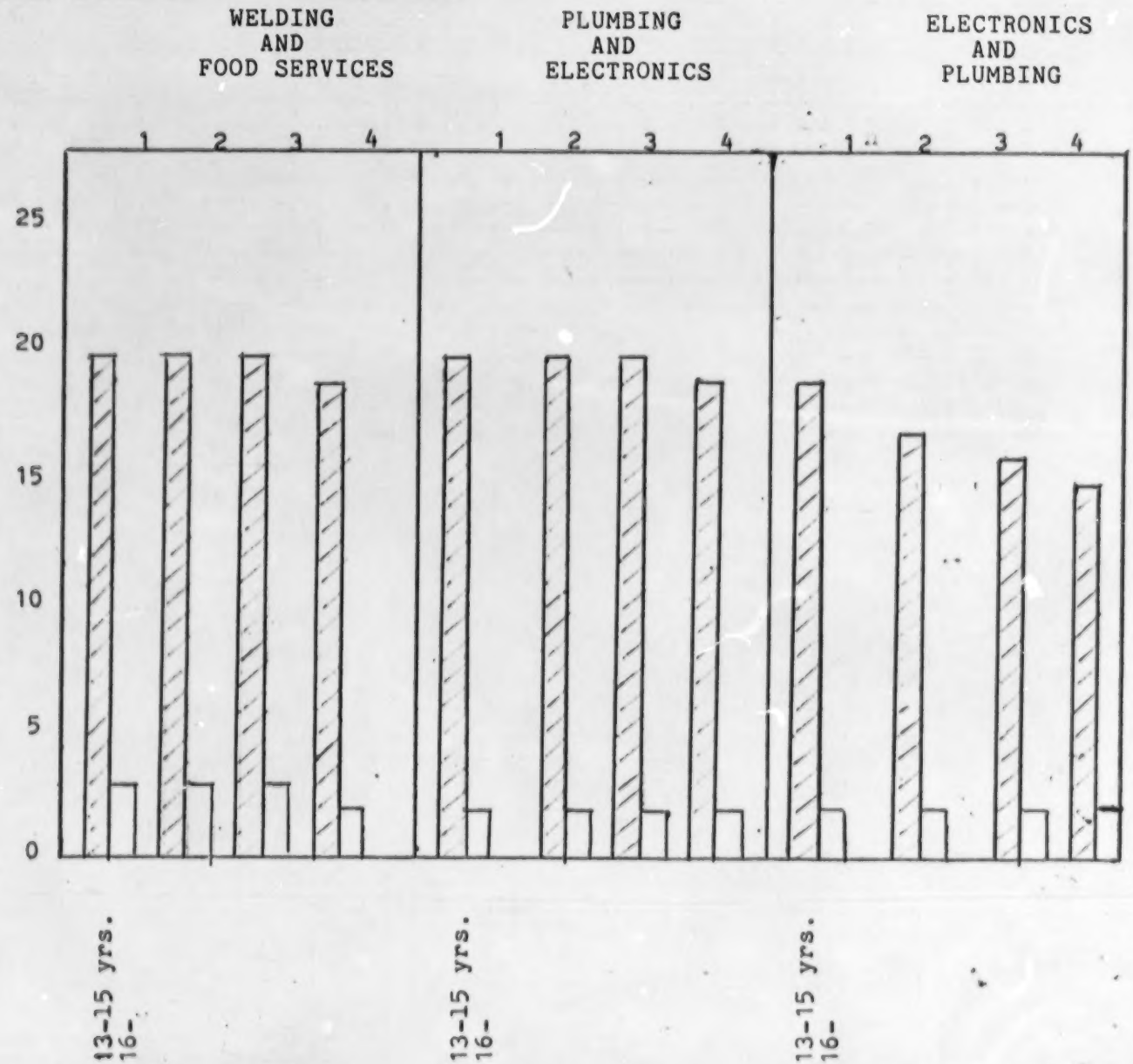
ELECTRICITY

HEALTH SERVICES AND CARPENTRY

CARPENTRY AND HEALTH SERVICES

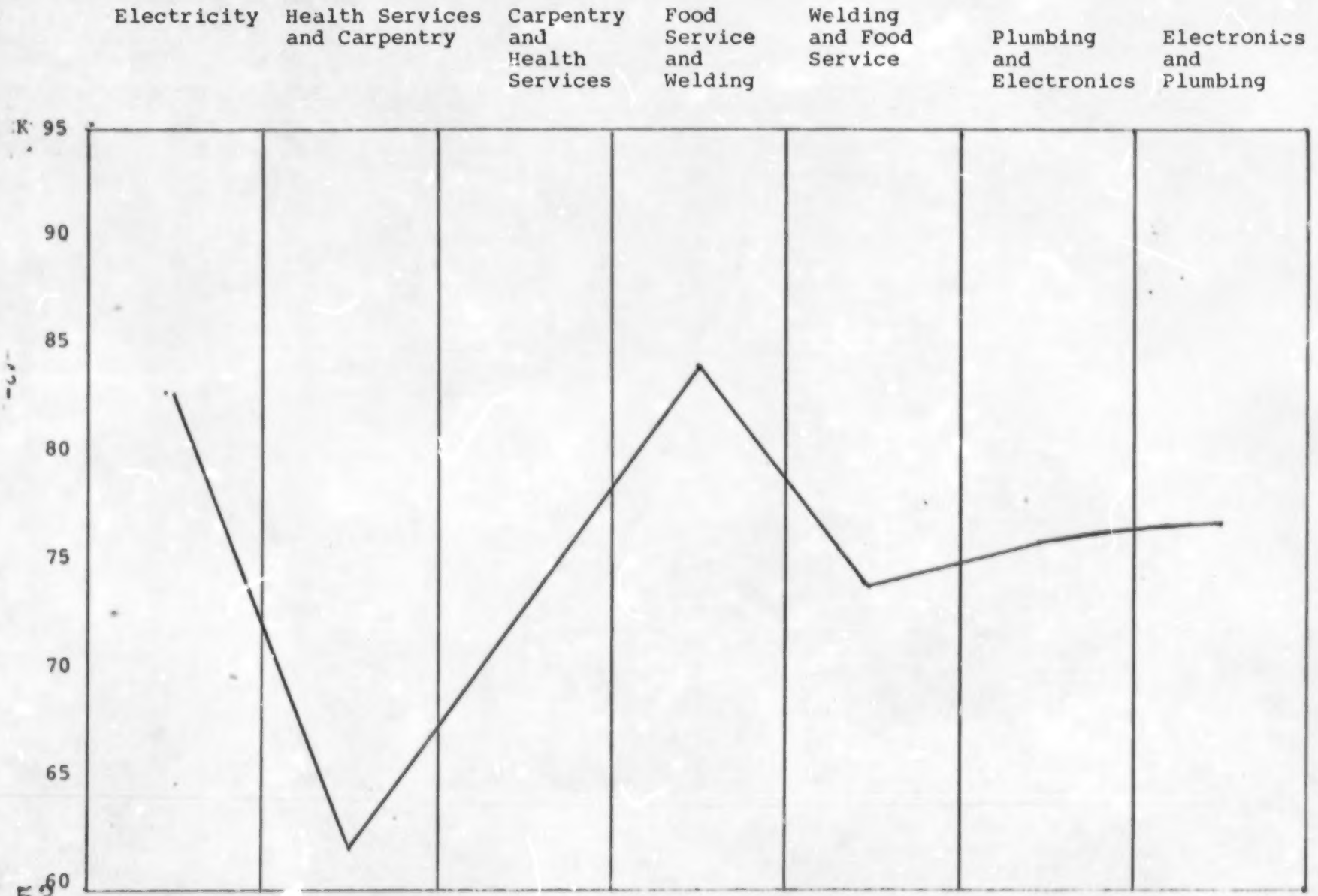
FOOD SERVICES AND WELDING





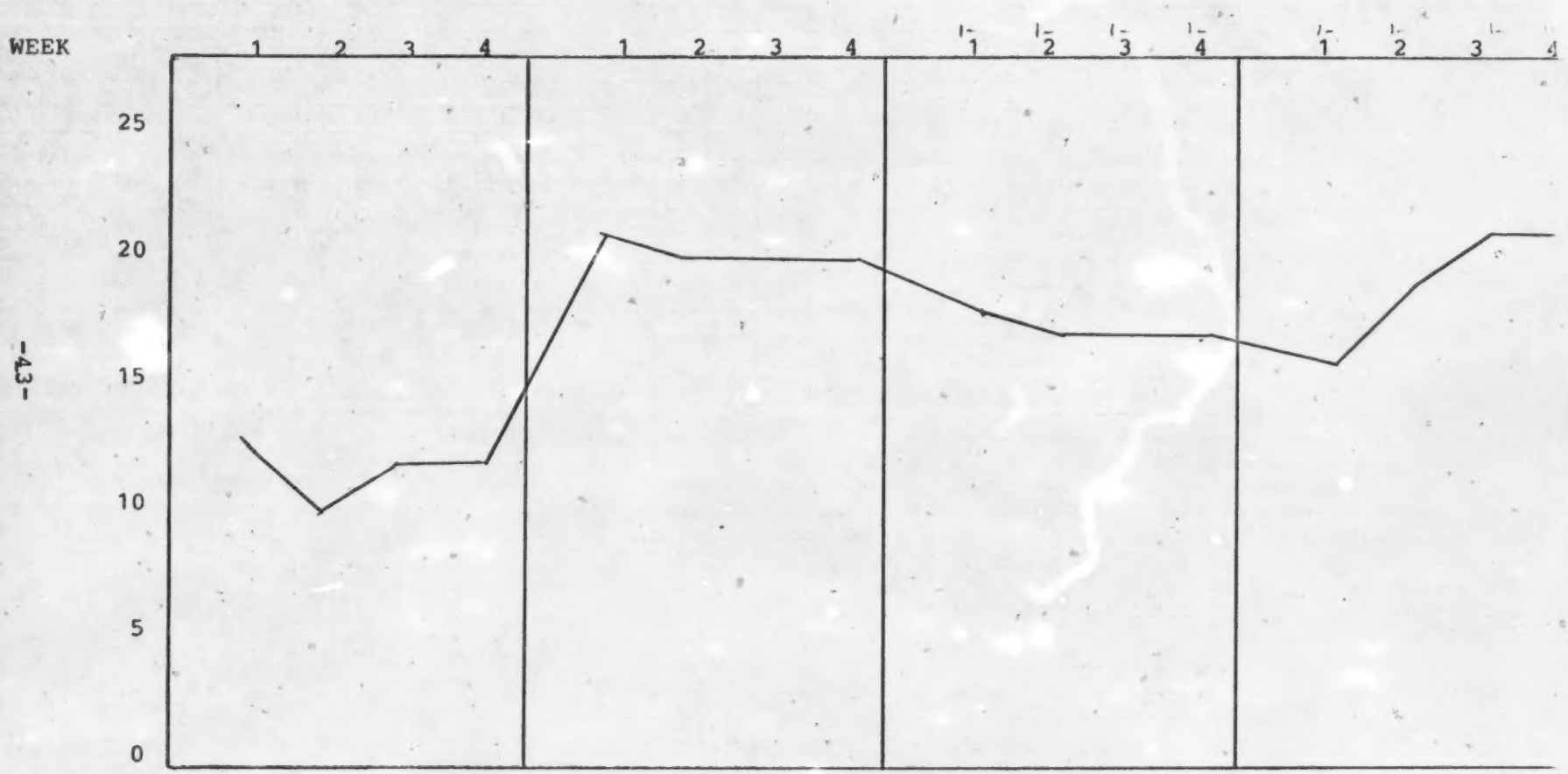
Appenix H (cont.)

AVERAGE ATTENDANCE PER CYCLE

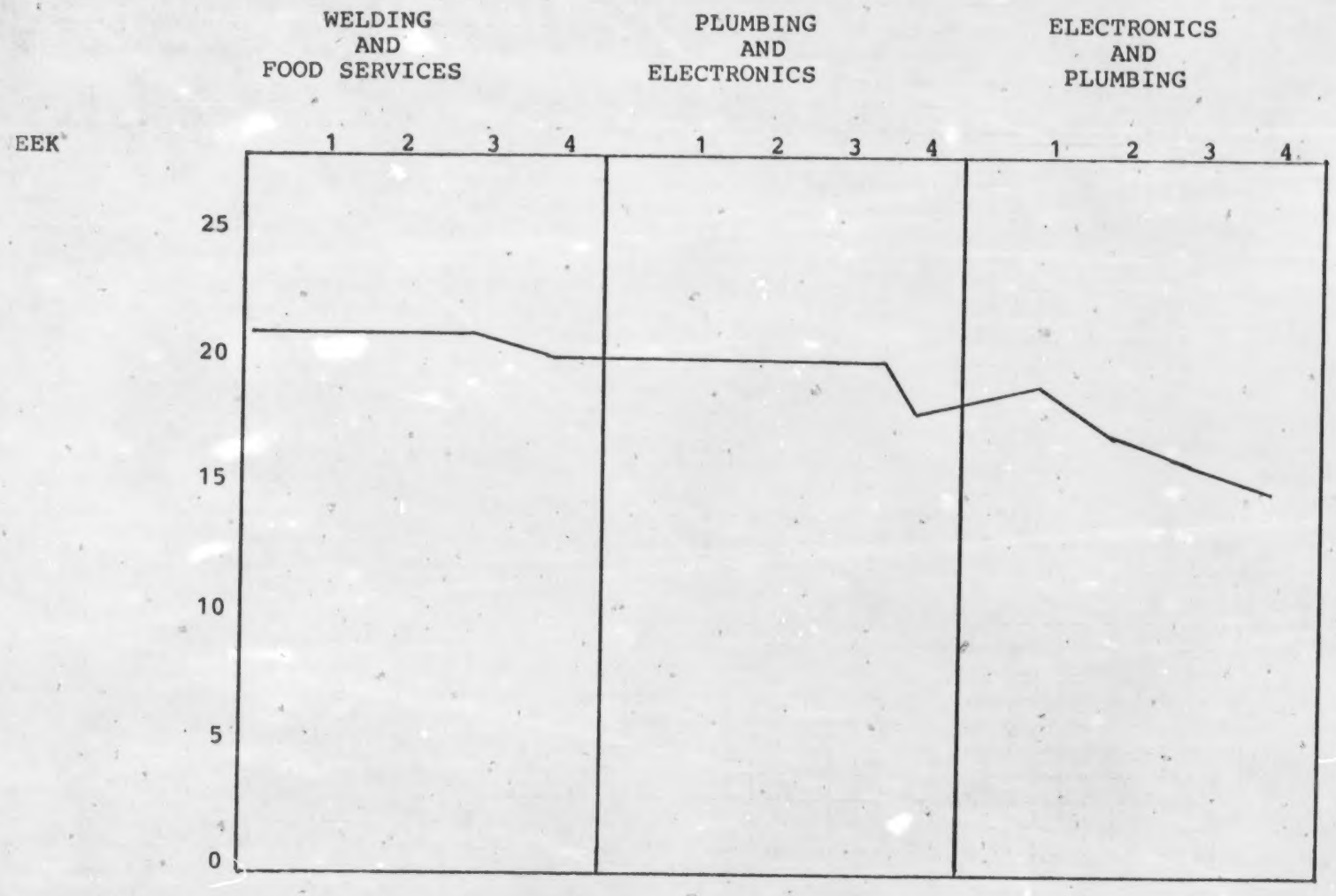


Appendix I

ENROLLMENT


ELECTRICITY
HEALTH SERVICES AND CARPENTRY
CARPENTRY AND HEALTH SERVICES
FOOD SERVICES AND WELDING
WEEK
1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
25
20
15
10
5
0

ENROLLMENT



Appendix J (cont.)

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